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ABSTRACT

The professional and personal characteristics of individuals who held the top elected leadership positions in local chapters of Phi Delta Kappa during 1979-80 were surveyed. In addition, the relationships between sex, marital status, age, level of educational degree, level of employment, type of employment, and scholarly and professional activities engaged in over a two-year period were investigated. A 43-item questionnaire was developed and mailed to 1,340 chapter presidents and vice-presidents, and 894 usable responses were received. Although no attempt is made to generalize to the total membership of Phi Delta Kappa or the field of professional education, the data indicate that: (1) neither marital status nor sex is a factor in the level of employment, level of educational degree, or type of employment of an individual, nor are they related to the amount of scholarly or professional activities in which the individual is involved; (2) the older a person is, the more likely he or she is to be in teaching, to have a higher academic degree, and to be employed in an institution of higher education; however, scholarly and professional activities are not related to age; (3) those individuals in administrative or supervisory positions are more involved in professional organizations than in research or scholarly pursuits; (4) those individuals employed as teachers in 4-year institutions of higher education are the most active in research, publishing, and funded projects; and (5) the higher the academic degree the individual has, the more likely he or she is to be involved in research, publishing, and professional organizations. (SW)

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SCHOLARLY ACTIVITY AND LEADERSHIP IN LOCAL PHI DELTA KAPPA CHAPTERS

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INTRODUCTION

In January, 1980, three members of the Virginia Tech chapter of Phi Delta Kappa were awarded a Diamond Jubilee Minigrant to study "Women in Leadership Roles in PDK." The main purpose of the study was to compare the professional and personal characteristics of men and women in Phi Delta Kappa who held the top elected leadership positions in local chapters in 1979-80, in order to see what similarities and differences existed between them.

As the results of the original study were analyzed, the investigators began to notice that there were characteristics other than sex which seem to impact upon each other and upon the research, publications, and other scholarly activities of the subjects. Although the original data showed that, generally speaking, less than one-half of the subjects were involved in any one scholarly and/or professional activity covered in the questionnaire, there seemed to be indications that some categories of individuals were more involved than others were.

> "Regardless of what is being said about men of learning - depraise or achievement through reverie or pragmatism or mischief - there seems to be little doubt in people's minds that they are hard at work and that those who reach out the furthest travel the furthest. This notion is seldom looked at very closely."[1]

Therefore, to look more closely at the work of men of learning, subsequent analysis of the data was made for five characteristics, in addition to sex: age, marital status, level of educational degree, level of employment, and type of employment. Presented in this paper is a discussion of the general characteristics of the respondents, followed by conclusions resulting from the cross-tabulation of six characteristics, with special

emphasis on their relationship to each other and to scholarly activities.

METHOD AND PROCEDURES

A 43 item questionnaire was developed that elicited demographic information, as well as the amount and type of scholarly activity in which the subjects were involved over a two academic year period (Fall, 1978 through Spring, 1980). Using names provided by the executive office of PDK, 1340 questionnaires were mailed out. Of this number, 495 were to presidents (375 male, 120 female), 420 went to vice-presidents for program (291 male, 129 female), and 425 were sent to vice-presidents for membership (316 male, 109 female). Slightly more than 70% of the questionnaires were returned. After incomplete and unusable questionnaires were removed, the remaining 894, or 67% of the total pool, comprised the analysis sample.

The data for the study were tabulated by frequency of responses. The analysis for both the original and subsequent study was made on percentages for the total analysis sample and for specific characteristics using the SPSS computer program. The level of significance was .05.

GENERAL CHARACTERISTICS

Demographic Data

Most of the officers who responded (52.3%) were between the age of 41 and 55 years, with the second largest group (18%) between the age of 36 and 40. The analysis sample was comprised of 657 (70.1%) males and 267 (29.9%) females. (See Table 1 for breakdown of the responses by age and sex.)

Of the total respondents, 83.3% reported that they are married. Of the 16.7% who are single, 34.2% are female as opposed to 9.3% male.

TABLE 1. PDK Officers by Sex and Age

	AGE				
	25-35	36-40	41-55	56+	Total
Male					
Number	89	120	298	109	592
Percent	15.0	20.3	50.3	14.4	70.4
Female					
Number	44	39	142	24	249
Percent	17.7	15.7	57.0	9.6	29.6
Total					
Number	133	150	440	109	841*
Percent	15.8	18.9	52.3	13.0	100

*Missing responses = 53

The modal number of children is two, with 68.6% having at least two children.

Nearly one-half (43.8%) of those responding indicated that they had completed the doctorate. Of the remainder, 38.2% had completed work beyond the master's degree, 15.9% had a master's degree, and 2.1% had a bachelor's degree. The largest percentage (40.4%) indicated their area of specialization as administration, followed by curriculum and instruction. Any other area of specialization was represented by less than 7.0% of the sample. These included such areas as counseling, special education, and subject-matter disciplines.

More than one-half of the officers (52.1%) are employed in a public elementary or secondary school, with the next largest group (36.5%) employed in higher education. No attempt was made to determine level of employment in the public school sector. For higher education, 25.8% were in a 4-year public institution, 6.1% in a 4-year private institution, and 4.6% in community colleges.

Nearly one-half of the respondents (48.1%) indicated that their current position was that of administrator, with teacher ranked in second place (32.4%). Nearly one-fourth (24.3%) have been employed between 16 and 20 years, while 21.5% have been employed 25 years or more.

Professional Activities

More than one-half of the officers surveyed (56%) have been a member of PDK for more than 5 years. In addition, the largest percentage (30.1%) indicate that they belong to 4 or 5 other professional organizations.

Overall, only 35.5% indicated that they are currently engaged in research which will lead to a publication and 34.3% indicated that they

have had at least one article published in the last two years. A slightly higher percentage (46.1%) have presented at least one paper at an academic or professional meeting in the last two years. Those individuals holding leadership positions in PDK also tend to hold leadership positions in other professional organizations, with 39.9% of the officers indicating that they have been elected to 3 or more positions in other organizations in the last three years.

VARIABLES

Relationship of Variables to Each Other

1. There is very little difference in the educational level of the respondents when analyzed by sex. The dominant degree for males is the doctorate while the master's plus is the most prevalent for females.

2. The ratio of male to female employed in either public elementary or secondary schools or higher education was essentially the same as the ratio or respondents (70% male to 30% female). Although the finding was not statistically significant, of those employed in higher education, a slightly higher percentage of women are employed in 4-year institutions, while a higher percentage of men are employed in 2-year institutions.

3. While 48.1% of the respondents indicated that their current position was that of administration, with teacher ranked in second place (32.4%), it was interesting to note that the majority of the men (53.6%) were in administration and the largest percentage (37.8%) of the women were teachers.

4. Marital status does not seem to be a factor in the level of employment, current position, or years employed.

5. Although not statistically significant, a higher percentage of

those currently married indicate their level of degree as master's plus or higher (83.1%) when compared to those who are single (77.2%). When the marital status was further analyzed, using various categories of married and single, there was a significance. The category with the largest percentage of doctorates was divorced (53.8%), followed by widowed (50.0%) and remarried (48.3%). The categories with the largest percentage of master's degrees or less was separated (28.6%), followed by never married (27.1%).

6. Although the largest percentage of the respondents in any of the age categories are employed in the public school sector, the results of the analysis seemed to indicate that as the person becomes older there is a tendency for him/her to move from public school education into higher education. As Table 2 shows, 25.9% of those over 56 years of age are currently employed in 4-year institutions of higher education, as compared to 3.9% of those between the age of 26-35.

7. When age was compared to level of degree, the results showed that, with the exception of those individuals who were 56+ years of age, the older the age category the higher the level of degree. Although 44.0% of those individuals who were 56 years of age or older had the doctorate, 48.2% of those between the ages of 41-55 and 43.0% between the ages of 36 and 40 had also completed the doctorate. This would seem to indicate the continuation of professional education at a younger age.

8. A similar trend was found between age and current position as was found between age and level of employment. The largest percentage in each age category is currently working in the area of administration, followed by teaching, until the age of 56 years or older, where the reverse

TABLE 2. Level of Employment by Age

Age	Level of Employment		
	Public School	Community/Junior Colleges	4-Year Colleges/ Universities
26-35			
Number	71	3	3
Percent	92.2	3.9	3.9
36-40			
Number	87	8	8
Percent	84.5	7.8	7.8
41-55			
Number	239	26	26
Percent	82.1	8.9	8.9
56+			
Number	39	4	15
Percent	67.2	6.9	25.9

is true. Of the 56+ age category, 50% are in teaching followed by 37.2% in administration.

9. As has been previously stated, the largest percentage of the sample gave their current position as administration (47.8%), followed by teaching (36.0%). When the current position was compared to the level of degree, the data showed that the individuals with the lowest degree and highest degree were more often in teaching, while those with intermediate degrees were in administration. This can be readily seen by the breakdown in Table 3.

10. The educational level at which the respondents were employed seemed to be a significant factor in the type of position the individual held. For example, the largest percentage of those employed in public schools and 2-year institutions of higher education are currently in administrative positions, whereas the largest percentage of those in 4-year institutions of higher education are teaching. Broken down by levels of employment, 59.3% of those in public schools were in administrative positions and 22.0% were teachers; but, in the 4-year institutions, 61.5% were teaching and 34.6% were administrators.

11. The study showed that there was a clear relationship between the level of the degree and the level of employment. Specifically, the higher the academic degree, the more tendency there is for the individual to be employed in an institution of higher education. When age, level of employment, and current position are all considered, a speculation could be made that the older subjects (56+ years of age) have moved into teaching positions in higher education after previously serving in administrative positions in the public schools.

TABLE 3. Level of Degree and Current Position

Current Position	Level of Degree			
	Bachelors	Masters	Masters Plus	Doctorate
Teacher				
Number	8	43	72	166
Percent	57.1	33.9	23.9	46.0
Administration				
Number	4	60	161	157
Percent	28.6	47.2	54.2	43.5

For those individuals employed in public schools, the largest percentage (54.0%) had master's plus, followed by doctorate (21.7%), master's (21.1%), and bachelor's (3.0%). For those employed in 2-year institutions, (51.0%) had a doctorate, followed by master's plus (34.0%), master's (15.0%), and none indicated the bachelor's as the highest degree. The trend became even more apparent in that 72.0% of those in 4-year institutions indicated that they had a doctorate, 15.0% had a master's plus, 9.0% had a master's, and 3.7% had a bachelor's degree.

12. Those individuals with fewer years of experience were more frequently employed in specialized areas of education, as shown by the fact that the largest percentage of those individuals having 15 or less years of experience identified their position as special teacher (77.3%), counseling (55.9%), and research (46.4%). Of those who had been employed 16 or more years, 68.9% were supervisors, 67.5% are administrators, and 63.2% are teachers. This last progression is also true for those who have had 25 years of experience or more.

Relationship of Variables to Scholarly Activities

1. Overall, there was no significant difference in the number of articles published in the last two years, the amount of current research expected to lead to a publication, the number of professional meetings attended in the last two years, or the number of organizational memberships when these variables are analyzed by sex. However, a slightly higher percentage of males (35.5%) than females (31.5%) reported that they have published in the last two years, while a slightly higher percentage of females (36.7%) than males (34.9%) indicate that they are currently engaged in research which will lead to a publication.

2. There was no significance between marital status and (1) the amount of research being done which was expected to lead to a publication, (2) membership in other professional organizations, (3) number of professional meetings attended, or (4) number of articles published. However, when the sub-categories of marital status were used, the category with the highest percentage indicating they were involved with research was that of divorced (51.3%) followed by remarried (42.5%). In contrast, the groups with the smallest percentages were, in percentage order, married once only (34.2%), widowed (31.3%), never married (29.7%), and separated (28.6%).

3. The analysis indicated that there was no significance between age and (1) membership in other organizations, (2) amount of research being done, (3) number of articles published, (4) funded grants received, or (5) number of professional meetings attended.

4. With the exception of the respondents employed in research, individuals employed in "specialized" areas are less involved in professional organizations and research activities. For example, special teachers had the largest percentage (63.6%) indicating that they held membership in no more than two other organizations, followed by counseling with 38.2%. For those reporting that they held membership in four or more organizations, administration had the largest percentage (63.0%), followed closely by teaching (60.5%) and supervision (60.0%).

The largest percentage of any position category indicating that they were currently doing research which would lead to a publication were in research (64.3%) and teaching (50.7%). The largest percentage for those not involved in research were counseling (79.4%) and supervision (77.3%).

Those in research positions also had the largest percentage of respondents who have published at least one article (67.8%), and have had at least one non-PDK funded project (42.8%) in the last two years. The position with the next largest percentage was that of teacher, with 42.0% having published at least one article and 32.9% having at least one non-PDK funded grant in the last two years. The position with the largest percentage of individuals having no articles published or no funded projects was special teacher.

5. The higher the degree of the individual, the larger the number of professional organizations in which membership was held (other than PDK). There was very little difference in the lower degrees, with 68.5% of the bachelors and 66.9% of the masters indicating that they held membership in no more than 3 other professional organizations. By contrast, 45.7% of the master's plus and 70.6% of the doctorates responded that they were members of 4 or more professional organizations (in addition to PDK).

6. The data indicated a clear relationship between the level of degree and the amount of scholarly activity reported by the respondent, showing the higher the level of degree the more active the individual in research, publications, funded projects, and presentations at professional meetings. For example, 55.8% of the doctorates said that they are currently active in research which they expect to lead to a publication, while only 23.8% of the master's plus, 11.3% of the master's, and 5.3% of the bachelors reported current research. Over the last two years, three or more articles have been published by 26.5% of the doctorates, 5.6% of the masters plus, 4.9% of the masters, and 0.0% of the bachelors.

Although there was no significance between level of degree and PDK funded projects, there was a significance with non-PDK funded projects.

More than one-third (37.3%) of the doctorates indicated that they had received three or more non-PDK funded projects, followed by 23.5% of the masters plus, 19.7% of the masters, and 10.5% of the bachelors. In response to how many papers had been presented at professional meetings over the last two academic years, 36.6% of the doctorates, 13.5% of the masters plus, 7.7% of the masters, and 5.3% of the bachelors responded that they had made at least three presentations.

7. Although there is no way of knowing the influence of "publish or perish", the data does indicate that the higher the person moves "up the academic ladder" in level of employment, the more involved he/she is in professional organizations (other than PDK) and scholarly activities. The data showed that the largest percentage of those employed in public schools belonged to 0-2 professional organizations (32.9%). For those employed in higher education, 56.1% of those in 2-year institutions belonged to 4 or more professional organizations and 66.6% of those in 4-year institutions belonged to 4 or more.

The general trend for increased scholarly activity by those in higher education can be seen in Table 4. Nearly one-half (48.1%) of those in 4-year institutions indicated that they are currently involved in research which would lead to a publication, as compared to 29.3% of those in 2-year institutions and 18.7% of those in public schools. Additionally, almost one-half (48.2%) of those in 4-year institutions, followed by 29.9% of those in 2-year institutions, and 19.6% of those in public schools had published at least one article in a professional journal since the beginning of the 1978 academic year. Table 4 also shows that 33.8% of those individuals employed in 4-year institutions have presented three

TABLE 4. Scholarly Activity by Level of Employment

	Level of Employment					
	Public School		2-Year		4-Year	
Variables	#	%	#	%	#	%
Current Research for Publication						
Yes	87	18.7	12	29.3	26	48.1
No	378	80.2	28	68.3	28	51.9
Number of Articles Published (1978-1980)						
0	374	80.4	30	73.2	28	51.9
1-2	61	13.1	4	9.8	13	24.1
3+	30	6.5	7	17.1	13	24.1
Papers Presented (1978-1980)						
0	317	68.2	20	48.8	21	38.9
1-2	96	20.6	8	19.5	15	27.8
3+	52	11.2	13	31.7	18	33.8

or more papers at professional meetings, followed closely by 31.7% of those in 2-year institutions. Overall, for the two years reported, 61.1% of those in 4-year institutions, 51.2% of those in 2-year institutions, and 31.8% of those in public schools have presented at least one paper at a professional meeting.

Although there was no significance between level of employment and PDK funded projects, there was between level of employment and non-PDK funded projects. Here, as with publications and research, the largest percentage of those reporting that they had received funded grants were employed in 4-year institutions (38.9%). However, with this variable, public school employees report a higher percentage of funded projects than do those in 2-year institutions (22.1% to 19.6% respectively).

SUMMARY AND CONCLUSIONS

The purpose of this study was to compare the professional and personal characteristics of individuals who held the top elected leadership positions in local chapters of Phi Delta Kappa during 1979-80. In addition, the relationships between sex, marital status, age, level of educational degree, level of employment, type of employment, and scholarly and professional activities engaged in over a two-year period were investigated. Although no attempt is made to generalize to the total membership of Phi Delta Kappa or the field of professional education, the data on the subjects included in this study indicate that:

1. Neither marital status nor sex is a factor in the level of employment, level of educational degree, or type of employment of an individual. Nor are they related to the amount of scholarly or professional activities in which the individual is involved.

2. The older a person is, the more likely he/she is to be in teaching, to have a higher academic degree, and to be employed in an institution of higher education. However, scholarly and professional activities are not related to age.

3. Those individuals who are in administrative or supervisory positions are more involved in professional organizations than they are in research or other scholarly pursuits.

4. Those individuals who are employed as teachers in 4-year institutions of higher education are the most active in research, publishing, and funded projects.

5. The higher the academic degree the individual has, the more likely he/she is to be involved in research, publishing, and professional organizations.

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